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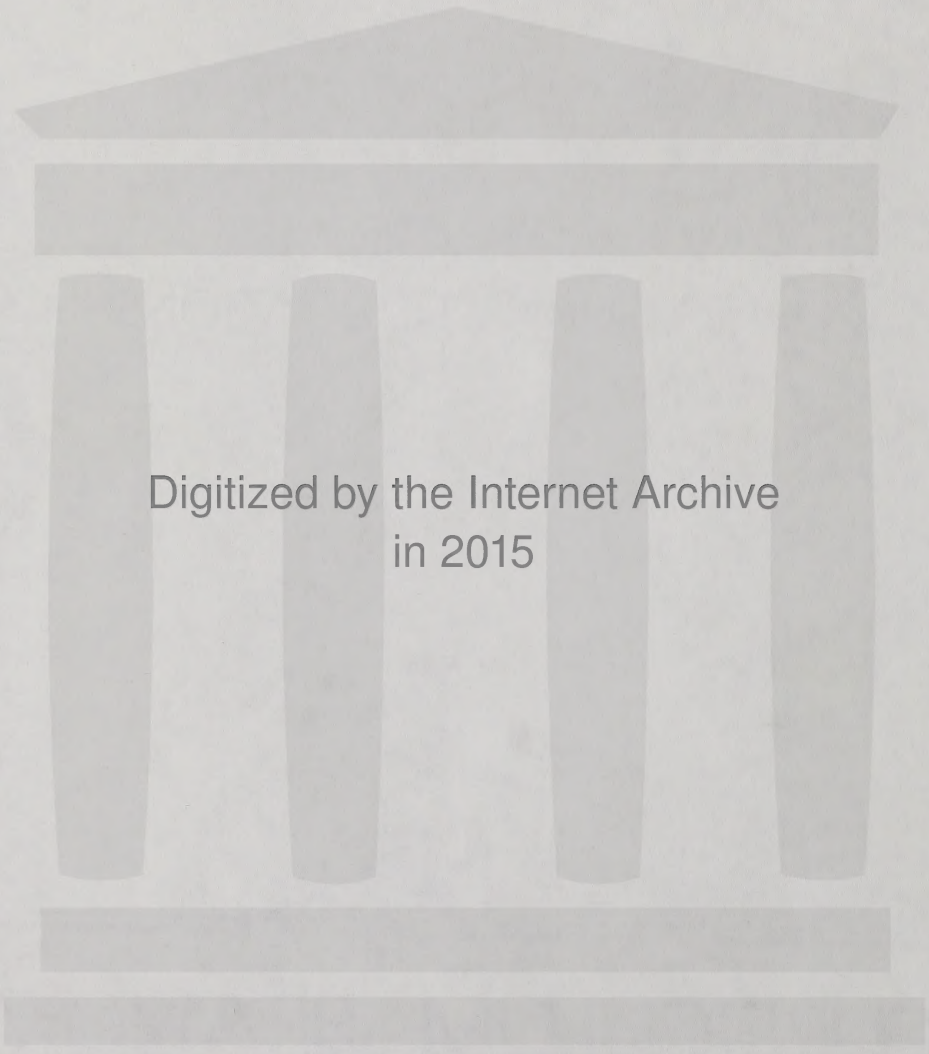
SOCIAL STUDIES 30
CURRICULUM SPECIFICATIONS

CURRICULUM BRANCH

Alberta
EDUCATION
April 1987

DDN 7570097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DIPLOMA EXAMINATIONS

CURRICULUM SPECIFICATIONS

FOR

SOCIAL STUDIES 30

APRIL 1987

Revised

SOCIAL STUDIES 30
CURRICULUM SPECIFICATIONS
SUMMARY OF REVISIONS
APRIL 1987

Page 7 "absolute monarchy" has been added to Political Systems under Autocracy.

Page 9 "proportional representation" and "single-member constituency" have been added to Political Systems under Democracy.

Page 11 "American New Deal during the Great Depression" has been added to Economic Systems under Mixed.

Page 17 "Deterrence (e.g. Arms escalation since 1945)" has been added to C. Techniques of Balance of Power.

Page 18 "Summit conferences" has been added to Detente and Coexistence following Diplomatic.

Page 19 "F.A.O." has been added to Co-operation following International organizations and agencies.

"Amnesty International" has been added to Co-operation following Humanitarian concerns.

Page 20 "EEC" has been added to Co-operation following Economic.

"Green Peace" replaces Amnesty International as an example of Popular movements under Co-operation.

Please note that asterisks have been used to indicate the above changes or additions.

TABLE OF CONTENTS

		PAGE
I.	RATIONALE	1
II.	DESCRIPTION OF CURRICULUM SPECIFICATIONS FOR SOCIAL STUDIES 30	2
	TOPIC A - Political and Economic Systems	4
	TOPIC B - Co-operation and Conflict Among States	16
III.	WEIGHTING OF CURRICULUM SPECIFICATIONS FOR DIPLOMA EXAMINATION PURPOSES	25
TABLE 1 -	RELATIVE EMPHASIS OF COURSE OBJECTIVES AND CONTENT FOR SOCIAL STUDIES 30	3
TABLE 2 -	WEIGHTINGS FOR SOCIAL STUDIES 30 PROVINCIAL DIPLOMA EXAMINATION	26

I. RATIONALE

The Social Studies 30 curriculum specifications are based on the prescribed content and objectives of the *1981 Alberta Social Studies Curriculum* for Grade 12. These specifications are intended to serve two significant purposes:

1. To identify specific course content and objectives, and relative weightings, that should be considered in the evaluation of student progress and achievement in Social Studies 30. In seeking to achieve this, the specifications include more extensive detail than is contained in the social studies curriculum guide.

2. To delineate the specific content and objectives from which test items for the diploma examination in Social Studies 30 may be developed.

Section II of this document describes the curriculum specifications and recommended weightings of specific items for the Social Studies 30 Diploma Examination. Curriculum objectives relating to "attitudes" and certain "participation skills" are excluded from the weighting system for provincial examinations because of the inappropriateness of attitude testing for such examinations and because of difficulties associated with test construction and administration on a provincial scale.

In other words, Section II (Curriculum Specifications) specifies the content and objectives that are eligible for classroom testing and outlines a recommended weighting system for consideration by teachers, other school authorities, and test developers. Section III indicates the weighting system that will be used by the Student Evaluation and Records Branch of Alberta Education in developing the diploma examination.

II. DESCRIPTION OF CURRICULUM SPECIFICATIONS FOR SOCIAL STUDIES 30

Recommended Emphasis of Social Studies 30 Objectives and Content for General Instructional and Classroom-Testing Purposes

Value Objectives

Value objectives are allotted a weighting of 20%. Weightings for the subcategories of value objectives are: understanding values - 5%, value competencies - 5%, and attitudes - 10% (see Table 1).

Knowledge Objectives

Knowledge objectives are allotted a weighting of 40%, distributed evenly between the two prescribed curriculum topics (see Table 1).

The knowledge objectives are structured around the prescribed concepts for Grade 12 topics. These concepts have been expanded somewhat to ensure that both the topic descriptions and the prescribed questions to guide inquiry are described in specific terms.

Skill Objectives

Skill objectives are allotted a weighting of 40%, with 30% of that allocated to sub-categories of inquiry and participation skills as contained in the *1981 Alberta Social Studies Curriculum* guide. The remaining 10% is allocated to the inquiry process as an integrated set of skill areas (see Table 1).

TABLE 1

RELATIVE EMPHASIS OF COURSE OBJECTIVES AND CONTENT FOR SOCIAL STUDIES 30

OBJECTIVES	PERCENTAGE WEIGHTING
VALUE	
Understanding values	5
Value competencies	5
Attitudes	10
	20
KNOWLEDGE	
Topic A	20
Topic B	20
	40
SKILL	
Inquiry 1. Identify and focus on the issue 2. Formulate research questions 3. Gather and organize data 4. Analyse and evaluate data 5. Synthesize data 6. Resolve the issue 7. Apply the decision 8. Evaluate the decision, the process, and the action	30
Participation 1. Communicate effectively 2. Interpret ideas and feelings of self and others 3. Participate in group work and decision-making 4. Contribute to a "sense of community"	
Inquiry Process	10
	40
TOTAL	100

TOPIC A - POLITICAL AND ECONOMIC SYSTEMS

VALUE OBJECTIVES

I. **Develop Understanding of Values**

A. Identify the extent to which different elements of the values of individualism and collectivism, as well as the meanings given to each, are reflected in major political and economic systems. These elements include the competing values* of:

1. Freedom, equality
2. Personal material welfare, social welfare
3. Self-reliance, service
4. Personal liberty, citizenship
5. Self-advancement, co-operativeness
6. Self-fulfilment, empathy

*It should be noted that the curriculum intent is to encourage students to examine issues from different value perspectives. This is not intended to promote "either/or, polar-opposite" choices. For example, in some cases, pursuing empathy might promote self-fulfilment.

II. **Develop Competencies**

A. In decision-making, by examining the desirability and feasibility of modifying Canada's political and economic systems according to a personal value position.

B. In moral reasoning, by testing one's value positions for consistency in a number of situations (New Cases Test and Subsumption Test).

III. **Develop Attitudes**

(NOTE: Attitudes will not be tested in the Diploma Examination.)

A. Of respect for evidence, by demonstrating a willingness to regard one's own position as tentative and testable.

KNOWLEDGE OBJECTIVES

DESCRIPTIVE CONTENT

CONCEPT

The content used to apply the knowledge concepts will be drawn principally from Canada, the U.S.S.R., and Nazi Germany, with selective attention given to Sweden and the U.S.A.

	POLITICAL SYSTEMS		ECONOMIC SYSTEMS		
	DEMOCRACY	AUTOCRACY	CENTRALLY PLANNED	MIXED	MARKET
I. Ideology A. View of Human Nature	-Perfectibility of man -Concept of "natural rights" -Persuasion and compromise	-"Anti-social" impulses and the need for coercion -Elitism and hierarchy	-Marxism -Collective		-Adam Smith -Competitive
	Perspective of each system on: 1. Co-operation and competition 2. Equality		Perspective of each system on: 1. Equality 2. Rationality 3. Co-operativeness		
B. Goals of Systems	-Self-government -Political equality -Freedom	-Solidarity -Economic well-being	-Communism -Distribution by need -Equality	-Balancing individual economic welfare with productivity	-Decentralization of decision-making -Profit distribution by market forces -Free enterprise
	Perspective of each system on: 1. Human dignity 2. Order and security		Perspective of each system on: 1. Efficiency 2. Production 3. Order and security 4. Well-being		

CONCEPT	DESCRIPTIVE CONTENT				
	POLITICAL SYSTEMS		ECONOMIC SYSTEMS		
	DEMOCRACY	AUTOCRACY	CENTRALLY PLANNED	MIXED	MARKET
C. Means of Organization	-Rule of law -Political rights and freedom Concept of "constitutionalism" -Concept of opposition -Voluntary participation -Liberalism and parliamentary democracy	-Authority and deference -Controlled participation -Nazism/fascism and communism	-Centralized planning -Public ownership (Marx) -Corporate state (Mussolini)	-Indicative planning -Mixture of individual and public control	-Free market -Adam Smith
	Perspective of each system on: 1. Techniques of persuasion and public opinion formation 2. Leadership styles				
D. Problems to be Overcome	-Factionalism -Lack of purpose in social and individual existence	-Problems of arbitrary authority	-Lack of flexibility -Co-ordination and communication problems -Inefficiencies of scale -Lack of responsiveness of public monopolies to public demand -Individual motivation	-Co-ordination and economic incentives -Resolution of conflict and competition between public and private enterprise -Government debt	-Lack of conscious co-ordinated planning -No specific priority for social or public goods or needs -The business cycle: "boom or bust" -Distribution of wealth
	Perspective of each system on: 1. Balance between individual freedom and control 2. Balance between majority rule and minority rights		Perspective of each system on: 1. Scarcity (what?) 2. Production (how?) 3. Distribution (for whom?)		

CONCEPT	DESCRIPTIVE CONTENT				
	POLITICAL SYSTEMS		ECONOMIC SYSTEMS		
	DEMOCRACY	AUTOCRACY	CENTRALLY PLANNED	MIXED	MARKET
II. Power and Decision-Making (Centralization/ Decentralization)	-Classical liberal theories: J.S. Mill, John Locke -Techniques of democracy -Types of democracy: direct, representative, parliamentary, presidential, multiple-party -Federalism -Role of interest groups	-Marxist theory: Leninist-Stalinist applications of communism -Fascist theory of the state: application to Nazi Germany -Techniques of dictatorship -Types of dictatorship: one-party system, elite leadership *-absolute monarchy	-Principles of public enterprise (command economics): centralized planning (Gosplan), elite leadership (centralized decision-making), and state ownership	-Principles of democratic socialism: economic planning (indicative planning in Sweden, Keynesian theory) -Public and private decision-making -Government ownership of key industries (public and private ownership)	-Principles of private enterprise: competitive markets, (decentralized decision-making) -Laissez faire, private ownership, profit motive -Corporations (Canada and U.S.A.)
	Perspective of each system on: 1. Role of elections 2. Political equality/inequality 3. Majority/minority/individual rights 4. Concept of power		Perspective of each system on: 1. Role of economic planning 2. Role of government ownership 3. Contemporary theories of economic change 4. Motivation for productivity		

CONCEPT	DESCRIPTIVE CONTENT				
	POLITICAL SYSTEMS		ECONOMIC SYSTEMS		
	DEMOCRACY	AUTOCRACY	CENTRALLY PLANNED	MIXED	MARKET
III. Citizenship A. Nature of Participation	-Extent of voter turn-out and citizen involvement in political parties -Competition among political parties -Public opinion polls -Campaign contributions -Access to information -Secret ballot -Open nominations for office	-Limited citizenship -Role of party (Communist, Fascist) -Proscription of alternative parties and political activities -Subordination of the individual to the state (fascism) or the revolution (communism)	-Central assignment of production and labor	-Freedom of choice coupled with government incentives and regulation of economic activity	-"Sovereignty" of consumer in market place -Individual choice in accepting and terminating employment
	Perspective of each system on: 1. Franchise 2. Indoctrination 3. Political parties 4. Types of participation 5. Voluntary/compulsory participation		Perspective of each system on: 1. Role of the citizen as producer and consumer 2. Role of work 3. Patriotic duty 4. Access to goods and services 5. Socio-economic status		
B. Limits of Power	-Constitutional recognition of human and minority rights -Means of establishing and changing a constitution -Independent judiciary -Checks and balances	-Limited citizenship subordinate to collective interests -Procedures used to change limits of power	-Conformity and unity of purpose between political and economic bureaucracies	-Extensive governmental regulation with co-operative relations of business, labor, and government	-The "invisible" hand
			Perspective of each system on: 1. Regulatory activity of government 2. Social control 3. Social order 4. Social institutions		

CONCEPT	DESCRIPTIVE CONTENT				
	POLITICAL SYSTEMS		ECONOMIC SYSTEMS		
	DEMOCRACY	AUTOCRACY	CENTRALLY PLANNED	MIXED	MARKET
IV. Leadership A. How Obtained	-Free elections -Representative government *-Proportional representation *-Single-member constituency representation -Multiparty system -Majority rule -Parliamentary, presidential systems -Minority government -Coalition -Assessment of range of opinions in society -Procedures used to gain power -Political liberty -Independent voters	-Theory of Marxism-Leninism -Theory of nazism -Revolution -Role of violence -Glorification of the leader	-Bureaucratic and political leadership	-Government regulating agencies -Bureaucratic leadership within public enterprises	-Entrepreneurs and risk takers -Bureaucratic leadership within multinational private enterprises
			Perspective of each system on: 1. Types of leadership (individual, entrepreneurial, organizational) 2. Selection and training of economic leaders (family background, occupational training, class mobility, chance factor, motivation, etc.)		
B. How Maintained	-Elections (periodic or fixed-date) -Constitutional limitations (separation of powers, checks, and balances) -Nonconfidence vote -Party leadership (including role of caucus) -Opinion polls	-Techniques of dictatorship -One-party system -Dictatorship of the elite -Collective decision-making within one-party system -The Führer concept -Terror and secret police	-Conformity of economic activity with aims of political bureaucracy	-Adaptability of economic activity to competing demands of profitability and government regulation	-Adaptability of economic activity through growth and maximization of profit
	Perspective of each system on: 1. Political parties 2. Propaganda, slogans, imagery 3. Elections 4. Leaders' qualities		Perspective of each system on: 1. Economic stability 2. Adaptability to change		

CONCEPT	DESCRIPTIVE CONTENT				
	POLITICAL SYSTEMS		ECONOMIC SYSTEMS		
	DEMOCRACY	AUTOCRACY	CENTRALLY PLANNED	MIXED	MARKET
V. Individualism	-Concept of privacy -Respect for and protection of individual and minority groups -Emphasis on free choice and selfdevelopment	-Individual rights -Subordination to political power élites	-Limits to inequality of income and wealth -Public provision of wide range of goods and services -State regulation of prices	-Minimum wages and progressive taxation -Social assistance programs (unemployment, welfare) and public housing -Government codes and standards of production	-Freedom of choice in consumption and employment -"Caveat emptor" -Market-set prices
	Perspective of each system on: 1. Equality 2. Rule of law 3. Respect for individual rights		Perspective of each system on the role of the individual in relation to: 1. Occupational choice 2. Lifestyle choice 3. Ownership 4. Consumer sovereignty 5. Redistribution of income		

CONCEPT	DESCRIPTIVE CONTENT				
	POLITICAL SYSTEMS		ECONOMIC SYSTEMS		
	DEMOCRACY	AUTOCRACY	CENTRALLY PLANNED	MIXED	MARKET
VI. Collectivism	-Emergency resources and social welfare legislation in Canada -National security concerns in the U.S.A.	-Marxist theory of class struggle -Subordination of individual to the state -Emphasis on service to the cause of the revolution -Primacy of class (communism) and race (fascism)	-Allocation of resources by command -Collectivization -Five-year plans in Soviet industry and agriculture -Marx -Central planning authority (U.S.S.R.)	-Indicative planning (Sweden) -Public ownership of key industries in Great Britain (coal, utilities) *-American New Deal during the Great Depression -Crown corporations and joint ventures in Canada -Co-operatives	-Market allocation of resources -Adam Smith -Multinational enterprises -Vertical and horizontal integration -Cartels (e.g., OPEC)
	Perspective of each system on: 1. Freedom and control 2. National security 3. Social welfare		Perspective of each system on power of the state in organizing and determining: 1. Industrial strategy 2. Ownership 3. Collective welfare 4. Competition 5. Property rights 6. Redistribution of wealth		

SKILL OBJECTIVES

	TOPIC APPLICATIONS
I. Inquiry Skills (The following inquiry skill objectives will be tested through either topic applications, as listed to the right, or applications similar to Social Studies 30 content.)	
A. Skill Area One. Identify and focus on the issue by: Paraphrasing the issue from different sources, or expressing opinions	Focus on the issue by identifying the extent to which individual welfare and collective good appear to be emphasized in a variety of economic and political systems.
B. Skill Area Two. Formulate research questions by: Determining appropriate research questions to guide information gathering	Formulate research questions designed to identify and differentiate the central characteristics of major political and economic systems.
C. Skill Area Three. Gather and organize data by: 1. Reading and interpreting contemporary and historical print materials, maps, graphs, tables, charts, and timelines	Read and interpret historical and contemporary documents relating to political and economic systems and their value bases.
2. Surveying	Collect, record, and interpret survey data designed to identify political and economic perspectives.
D. Skill Area Four. Analyse and evaluate data by: 1. Categorizing data	Determine symbolism used and the points of view expressed in political cartoons and writings.
2. Comparing and contrasting data	Compare and contrast ideas expressed by various authors about political and economic systems.
3. Explaining discrepancies in viewpoints, positions, and arguments	
4. Evaluating bias and emotionalism, subjectivity and objectivity	
5. Inferring reasons for varying perspectives	
6. Discriminating relevant from irrelevant data	

	TOPIC APPLICATIONS
E. <u>Skill Area Five.</u> Synthesize data by:	
1. Developing concepts	Develop definitions of individualism and collectivism, supported by critical reference to the political and economic systems studied.
2. Formulating generalizations	
3. Relating causes and effects	Develop a generalization about key variables that differentiate political and economic systems.
4. Summarizing information	
F. <u>Skill Area Six.</u> Resolve the issue by:	
1. Formulating alternative solutions	State in an essay, conclusions reached about political and economic systems studied.
2. Analysing values underlying each alternative	
3. Predicting the consequences of each alternative	
4. Evaluating alternatives and making a policy decision based on:	
- adequacy of supporting evidence	
- logical consistency of arguments	
- priority of personal values	
- priority of social values	
G. <u>Skill Area Seven.</u> Apply the decision by:	
Considering the feasibility and desirability of applying the decision in some form of action	Consider the desirability and feasibility of modifying Canada's political and economic systems.
H. <u>Skill Area Eight.</u> Evaluate the decision, the process, and the action by:	
1. Judging the worthwhileness of the consequences of the decision	Evaluate the decision by considering whether the evidence on a variety of political and economic systems has had any effect on one's decision.
2. Examining the appropriateness of the action	
3. Assessing the suitability of the process to the issue and resources	

II. Participation Skills

TOPIC APPLICATIONS

(NOTE: Certain participation skills will not be tested in the diploma examination.)

A. Skill Area One. Communicate effectively by:

1. Expressing ideas clearly and succinctly

2. Supporting ideas logically

3. Adapting communication on the basis of:

   - size of audience (e.g., individual, small group, class, or community)
   - age of audience
   - purpose of message (e.g., formal or informal)

In an oral presentation, communicate effectively the results of a political survey activity.

B. Skill Area Two. Interpret ideas of feelings of self and others by:

1. Listening to the expression of ideas and feelings of others

2. Understanding and empathizing with the dilemmas and decisions of others

3. Interpreting feelings from verbal and nonverbal cues

Interpret the ideas and feelings of self and others by role-playing what it might be like to be citizens in various political and economic systems.

C. Skill Area Three. Participate in group work and decision-making by:

1. Choosing an appropriate model for decision-making in class and small group situations (e.g., consensus, majority rule, authority) and applying appropriate rules for procedure

2. Applying alternate roles as leader or follower in a group

3. Preparing a position in understandable and persuasive terms

4. Organizing activities to promote group goals

5. Negotiating (including bargaining, trading, confronting, compromising) to influence others to take a certain position, or to build consensus

6. Providing support in furthering group goals

Participate in group decision-making by determining the desirability and feasibility of modifying Canada's political and economic systems.

D. Skill Area Four. Contribute to a "sense of community" by:

1. Demonstrating a sense of sharing of group goals and aspirations

2. Assisting in group projects, both in and outside the classroom, to help others achieve a sense of belonging and mutual trust

TOPIC APPLICATIONS

Contribute to a "sense of community" by sharing with class members one's thoughts and feelings about the impact of the unit on one's value position.

TOPIC B - CO-OPERATION AND CONFLICT AMONG STATES

VALUE OBJECTIVES

I. Develop Understanding of Values

A. Identify elements of the values of nationalism and internationalism as reflected in the affairs of nation states. These elements include the competing values* of:

1. National independence, welfare of mankind
2. National security, collective security
3. National prosperity, global prosperity
4. National prestige, international equity
5. National unity, international fellowship
6. National culture, cultural achievements of mankind

*It should be noted that the curriculum intent is to encourage students to examine issues from different value perspectives. This is not intended to promote "either/or, polar opposite" choices. For example, in some cases, national security could be promoted through the pursuit of collective security.

II. Develop Competencies

A. In value analysis, by identifying the consequences of actions intended to advance nationalism and internationalism.

B. In moral reasoning, by distinguishing between different types of arguments given in defence of nationalism and internationalism (e.g., moral, prudential, economic, political, religious).

In moral reasoning, by assessing the role of moral considerations in international relationships.

III. Develop Attitudes

(NOTE: Attitudes will not be tested in the diploma examination.)

A. Of self-worth, by accepting personal responsibility in developing a group solution to a specific current issue in international politics.

B. Of appreciation for the efforts of nations to find constructive ways of resolving international differences.

KNOWLEDGE OBJECTIVES

CONCEPT	DESCRIPTIVE CONTENT (AND EXAMPLES)
	A wide variety of international relationships should be investigated. Examples of both co-operation and conflict should be analysed; international relations both inside and outside of formal organizations should be investigated; and Canada's role in these relationships during the 20th century should be given attention. (Please note that examples, where given, are for <u>illustrative</u> purposes only. They are not intended as a statement of minimal or core content.)
I. <u>Sovereignty and Territoriality</u>	Rise of the state system in Europe and growing strength of nationalism in Europe before World War I Nationalism and anti-colonialism in Africa and Asia (e.g., Vietnam)
II. <u>Balance of Power</u>	
A. Types of Balance of Power	Simple balance between equals (e.g., Triple Alliance and Triple Entente; NATO and Warsaw Pact) Bipolar (e.g., nuclear arms race between U.S.A. and U.S.S.R.) Regional (e.g., NORAD) Spheres of influence (U.S.A. in the Caribbean, China in Southeast Asia, U.S.S.R. in Eastern Europe)
B. Motivation for Balance of Power	Security (e.g., motives of Britain in 1904 Entente Cordiale and of U.S.S.R. in 1939 Nazi-Soviet Pact) Stability (e.g., Camp David Agreement, 1978)
C. Techniques of Balance of Power	Containment (e.g., Entente Cordiale, 1904; Truman Doctrine, 1947; U.S. Intervention in Southeast Asia, 1960s) Alliances (e.g., Triple Alliance and Triple Entente; Canada in NATO) Appeasement (e.g., Munich crisis, 1938) Brinkmanship (e.g., Sarajevo, 1914; Cuban missile crisis, 1962) Isolationism (e.g., British "Splendid Isolation" prior to 1905; U.S.A.'s refusal to join League of Nations) *Deterrence (e.g., Arms escalation since 1945)

KNOWLEDGE OBJECTIVES

CONCEPT	DESCRIPTIVE CONTENT (AND EXAMPLES)
III. Detente and Coexistence	Military (e.g., Khrushchev 1956 statement on peaceful coexistence; Partial Test Ban Treaty, 1963; SALT TALKS, 1972, 1979)
	Political and economic (e.g., Helsinki Accords, 1975)
	Diplomatic (e.g., U.S.A. support for admission to the UN of the People's Republic of China, 1971; *Summit conferences)
IV. Imperialism	
A. Forms of Imperialism	Military, political, economic, ideological/cultural motives as reflected in the 20th century
	The "New Imperialism": Colonialism, pre-World War I (e.g., "white man's burden"; scramble for colonies)
	Axis expansion, pre-World War II (e.g., Manchuria, 1931; Ethiopia, 1935; Anschluss, 1938)
	Spheres of influence, post-World War II (e.g., U.S.S.R. in Central Europe; U.S.A. in Central America and Caribbean)
B. Consequences of Imperialism	International tensions (e.g., leading to World Wars I and II)
	Liberation movements (e.g., Indo-China)
	Third World Alignments against the "old order" (e.g., Third World voting blocs at the UN)
	Post-colonial associations (e.g., Commonwealth)
V. Conflict	
A. Multiple Causes of Conflict	Nationalism, militarism, economic, ideological, and religious causes reflected in:
	Arms race (e.g., German/British military buildup pre-World War I; NATO and Warsaw Pact deployment of nuclear missiles in Europe)
	Alliance system (e.g., Triple Alliance and Triple Entente)
	Trade rivalries (e.g., pre-World War I Britain and Germany)
	Secret diplomacy (e.g. pre-World War I, Nazi-Soviet Pact, 1939)
	Annexation (e.g., Nazi seizure of Czechoslovakia, 1939)
	Traditional antagonisms (e.g., France-Germany before World War I; Arab-Israeli)
	Violation of treaties (e.g., German invasion of Belgium, 1914)
	Struggle for resources (e.g., Britain-Germany in East Africa pre-World War I; Japanese expansion in the Pacific pre-World War II)
	Perceptions of citizens and leaders (e.g., pre-World War I; Nazi notions of racial superiority)
	Aggression (e.g., Nazi Germany, Japan, and Italy in the 1930s)

KNOWLEDGE OBJECTIVES

CONCEPT	DESCRIPTIVE CONTENT (AND EXAMPLES)
V. Conflict (cont.)	
B. Nature of Conflict	Crisis: escalation and de-escalation in major 20th century conflicts (e.g., World War I, World War II, Vietnam) War: Limited War in scope and scale (e.g., Korea, Vietnam) Total war in scope and scale (e.g., World Wars I and II) Conventional, limited nuclear, total nuclear war Guerrilla war (e.g., Vietnam) International terrorism (e.g., P.L.O.) Chemical-biological war (e.g., World War I, Vietnam) Cold War: tensions between East and West since 1945
C. Consequences of Conflict	Treaties/settlements (e.g. Versailles, 1919) Territorial changes (e.g., successor states after World War I; Six Day War, 1967; African and Asian independence) Human and material losses (e.g., military and civilian casualties, refugees, psychological effects) New economic and political relations (e.g., post-World War I decline of European influence; post-World War II rise of superpowers) New social roles and attitudes (e.g., increased economic and political participation of women during and after World Wars I and II; expectations for the enhanced role of government.)
VI. Co-operation	
A. Motives for Co-operation	Peace and Stability International exchanges (e.g., Olympics) International organizations and agencies (e.g., League of Nations, United Nations, *F.A.O.) Regional security arrangements (e.g., NATO) Economic Assistance Reconstruction (e.g., Marshall Plan, Comecon) Humanitarian concerns (e.g., W.H.O., *Amnesty International)

KNOWLEDGE OBJECTIVES

CONCEPT	DESCRIPTIVE CONTENT (AND EXAMPLES)
VI. Co-operation (cont.) B. Nature of Co-operation	Bilateral: agreements, summit conferences, alliances, settlements Arms limitation (e.g., SALT TALKS) Trade (e.g., Canada - U.S.A. Auto Pact) Military (e.g., NORAD) Multilateral: agreements, summit conferences, alliances, settlements Collective security (e.g., League of Nations; United Nations) Peace settlements (e.g., Treaty of Versailles) Disarmament (e.g., Hague Conference, 1907; Nuclear Non-proliferation Treaty, 1968) Economic (e.g., GATT, OPEC, *EEC) Military (e.g., NATO, Warsaw Pact) Universal human rights (e.g., Geneva Conventions; UN Declaration of Human Rights) Popular movements (e.g., *Green Peace; International Peace Movements)
VII. Internationalism and Supranationalism	Consequences of Internationalism Survival of the nation state (e.g., increase in number of sovereign states) Peace and stability (e.g., UN role in Suez crisis, 1956) Economic benefits (e.g., GATT, IMF; World Bank) Increased international concern for human rights (e.g., Amnesty International; Helsinki Accords, 1975; sanctions against South Africa) Consequences of Supranationalism Transfer of sovereignty from the state to a supranational organization (e.g., European Parliament, 1958 to present) Creation of a more integrated human community (e.g., free movement of labor within EEC)

SKILL OBJECTIVES

I. Inquiry Skills

(The following inquiry skill objectives will be tested through either topic applications, as listed to the right, or applications similar to Social Studies 30 content.)

TOPIC APPLICATIONS

A. Skill Area One. Identify and focus on the issue by:

1. Identifying the elements of the social issue
2. Paraphrasing the issue from different sources, or by expressions of opinion

Focus on the issue by examining various examples of co-operation and conflict and relating them to goals of nationalism and internationalism in the 20th century.

B. Skill Area Two. Formulate research questions by:

1. Determining appropriate research questions to guide information gathering
2. Selecting appropriate techniques and resources for research

Formulate research questions to guide in gathering appropriate data for investigating the relationship between nationalism and internationalism in the 20th century.

C. Skill Area Three. Gather and organize data by:

Reading and interpreting contemporary and historical print materials, maps, graphs, tables, charts, and timelines

Gather and organize data by reading and interpreting historical materials (primary and secondary) from a variety of sources and formats.

Record in outline form the main supporting ideas in each data source examined.

D. Skill Area Four. Analyse and evaluate data by:

1. Categorizing data
2. Comparing and contrasting data
3. Explaining discrepancies in viewpoints, positions, and arguments
4. Evaluating bias and emotionalism, subjectivity and objectivity
5. Inferring reasons for varying perspectives
6. Discriminating relevant from irrelevant data

Analyse and evaluate data by assessing the validity of each data source examined in terms of bias and fallacious arguments.

	TOPIC APPLICATIONS
E. <u>Skill Area Five.</u> Synthesize data by:	
1. Developing concepts	Formulate conclusions about the respective importance of nationalism and internationalism in various episodes in the 20th century.
2. Formulating generalizations	
3. Relating causes and effects	Formulate generalizations about the relationships between nationalism and internationalism.
4. Summarizing information	
F. <u>Skill Area Six.</u> Resolve the issue by:	
1. Formulating alternative solutions	Resolve the issue by predicting the effects of nationalism and internationalism on selected contemporary situations and choosing the action judged most acceptable.
2. Analysing values underlying each alternative	
3. Predicting the consequences of each alternative	
4. Evaluating alternatives and making a policy decision based on: - adequacy of supporting evidence - logical consistency of arguments - priority of personal values - priority of social values	
G. <u>Skill Area Seven.</u> Apply the decision by:	
1. Considering the feasibility and desirability of applying the decision in some form of action	Prepare a written plan of action to include specific recommendations consistent with one's position on a social issue.
2. Creating a plan of action to apply the decision	Present a plan of action and defend it.
H. <u>Skill Area Eight.</u> Evaluate the decision, the process, and the action by:	
1. Judging the worthwhileness of the consequences of the decision	Evaluate the inquiry process in terms of (a) the adequacy of the question and (b) strengths and weaknesses of procedures used.
2. Examining the appropriateness of the action	
3. Assessing the suitability of the process to the issue and resources	

II. Participation Skills

(NOTE: Certain participation skills will not be tested in the diploma examination.)

A. Skill Area One. Communicate effectively by:

1. Expressing ideas clearly and succinctly
2. Supporting ideas logically
3. Adapting communication on the basis of:
   - size of audience (e.g., individual, small group, class, or community)
   - age of audience
   - purpose of message (e.g., formal or informal)

Communicate effectively by submitting a written plan of action for relieving international tensions. The plan should include a clear and appropriate statement of the topic, evidence of the student's own thinking and critical judgments, an introduction that focuses attention on the topic, effective and logical development of ideas, and a conclusion that makes a positive contribution to the paper.

B. Skill Area Two. Interpret ideas and feelings of self and others by:

1. Listening to the expression of ideas and feelings of others
2. Understanding and empathizing with the dilemmas and decisions of others
3. Interpreting feelings from verbal and nonverbal cues

Interpret ideas and feelings of self and others by restating a fellow student's argument such that he/she agrees that you presented the position accurately.

C. Skill Area Three. Participate in group work and decision-making by:

1. Choosing an appropriate model for decision making in class and small group situations (e.g., consensus, majority rule, authority) and applying appropriate rules for procedure
2. Applying alternative roles as leader or follower in a group
3. Preparing a position in understandable and persuasive terms
4. Organizing activities to promote group goals
5. Negotiating (including bargaining, trading, confronting, compromising) to influence others to take a certain position, or to build consensus
6. Providing support in furthering group goals

Participate in group work and decision-making by:
-negotiating to persuade other students to adopt one's plan of action.
-bargaining with others to achieve a plan of action acceptable to the group.

D. Skill Area Four. Contribute to a "sense of community" by:

1. Demonstrating a sense of sharing of group goals and aspirations

2. Assisting in group projects, both in and outside the classroom, to help others achieve a sense of belonging and mutual trust

3. Taking steps to establish cross-age, cross-cultural, cross-sex, etc., relationships both inside and outside the classroom

Contribute to a "sense of community" by bargaining in good faith toward a consensual plan of action.

WEIGHTING OF CURRICULUM SPECIFICATIONS FOR DIPLOMA EXAMINATION PURPOSES

Table 2 indicates weightings that will be assigned to Social Studies 30 curriculum content and objectives on the diploma examinations.

NOTE: ***For diploma examination purposes, objectives relating to attitudes and certain participation skills are not included.***

TABLE 2

WEIGHTINGS FOR SOCIAL STUDIES 30 PROVINCIAL DIPLOMA EXAMINATION

OBJECTIVES	PERCENTAGE			
	MULTIPLE CHOICE		WRITTEN EXPRESSION	TOTAL
	TOPIC A	TOPIC B		
VALUE OBJECTIVES				
1. Understanding of distinctive human values	2	2		
2. Competence in value analysis, decision-making, and moral reasoning	2	2		
	4	4	3	11
KNOWLEDGE OBJECTIVES				
TOPIC A (CONCEPTS)				
1. Ideology	4			
2. Power and Decision-Making	3			
3. Citizenship	3			
4. Leadership	2			
5. Individualism	2			
6. Collectivism	2			
TOPIC B (CONCEPTS)				
1. Sovereignty and Territoriality		3		
2. Balance of Power		2		
3. Détente and Coexistence		2		
4. Imperialism		1		
5. Conflict		3		
6. Co-operation		3		
7. Internationalism and Supranationalism		2		
	16	16	10	42
SKILL OBJECTIVES				
1. Inquiry Skills				
a. Identify and focus on the issue	2	1		
b. Formulate research questions	1	2		
c. Gather and organize data	3	3		
d. Analyse and evaluate data	3	3		
e. Synthesize data	3	3		
f. Resolve the issue	1	1		
g. Apply the decision	1	1		
h. Evaluate the decision, the process, and the action	1	1		
	15	15	12	42
2. Participation Skills (i.e. Skills of Written Communication)			5	5
	70		30	100

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